

Use of Game Technologies in the Process of Physical Education and Healthcare of 6-7 Year Old Children in Preschool Educational Organizations

Ibragimova Lola Asatullayevna

Republic of Uzbekistan, Samarkand city
1995ibragimovalola@gmail.com

Ziyatov Muhammad Namazovich

Teachers of Samarkand State Medical University

Hamdamova Mavsuma Pardaboy qizi

Samarkand State University She is a 2nd year student of preschool education

Abstract: Forms of play play an important role in the types of activities in preschool education, because play activities are in line with the nature of the child. Along with not only fun games for children, but also a method of modeling the outside world, the adult world, modeling relationships in society, in the process develops a scheme of relationships with children's peers. Special attention is paid to the development of coordination skills, such as crawling, throwing, hanging, mastering the basic types of movement and the formation of correct techniques .

Today, the most common way to develop this type of movement is to repeat the exercise (walking or moving around in a circle, performing exercises as a group or individually, throwing and catching the ball, etc.).

Keywords: games, movement, agility, play, preschool children, physical development, musculoskeletal system, physical quality

The practice of preschool education organizations shows that physical education exercises for preschool children are performed in the same style and to a limited extent, which is due to the peculiarities of children's mental development. Therefore, according to some experts, physical education based on such principles often does not give the desired result. There are reports in the literature on the effectiveness of the use of the game method in the training process, the essence of which is to master certain types of movement through specially selected games.

There is also evidence that sports have been used successfully as a treatment for children with musculoskeletal disorders. However, at present, the game method of conducting physical education classes is not yet widely used in preschool education institutions. Its use is usually limited to the topic of "action games".

Relevance. The role of physical culture in the development and health of preschool children. Improving the health of the younger generation is one of the priorities of modern education. Therefore, timely corrective exercises can not help the child.

In pre-school educational institutions, attention is paid to these problems, and game technologies are being developed for physical education classes aimed at mastering the basic types of movement by children.

Objective: The main goal is to form the actions that contribute to the health and healthy lifestyle of children, the prevention of diseases of the musculoskeletal system of children.

Preschool education institutions, if they have certain conditions and a good material base, will be able to fully engage in improving the health of preschool children.

In the age of evolving technology, in preschool and at home, children spend a lot of time inactive (at desks, TV, computer, telephone, etc.). This increases the static load on certain muscle groups and leads to fatigue. Reduces the strength and ability of the core muscles, which negatively affects the development of scoliosis, flat feet, developmental delay, agility, agility, coordination, endurance, flexibility and strength.

Deformities of the spine, legs and knees can occur during the development and growth of the child's body for various reasons. They are congenital and acquired. These diseases occur as a result of injuries, infectious diseases, poisoning, damage to the nervous system, metabolic disorders. Treatment of defects and deformations of the musculoskeletal system is complex.

Proper posture affects not only the appearance of children, but also the condition and health of their internal organs. Affects the functioning of the cardiovascular and respiratory systems. It is a common position of a person who is naturally upright, with slight natural twists of the spine: The best way to detect a body defect is to place the child in a profile.

In this case, the natural physiological curves are clearly visible. Excessive or insufficient natural curves of the spine indicate a misalignment, which leads to dysfunction of the spine and other adverse effects.

There are several types of stature: normal physiological and pathological (lordosis, hyphosis, bent and upright). The correct physiological condition is characterized not only by the harmony of proportions, but also by the physical endurance of the child.

With this in mind, based on the above considerations, it is possible to draw conclusions about the importance of physical culture in the health and development of preschool children.

It is advisable to use game methods of physical education and therapeutic physical training in MTT.

Games are the only fun and favorite activity of children, which is always and widely used in all nations.

Play activities help to develop emotional qualities and physical qualities, opening up opportunities for the child to expand and improve previously acquired skills.

In addition, play requires children to demonstrate qualities such as initiative, community, the ability to coordinate their actions with their peers, thereby creating the foundations of social relations.

Healing and developmental games for children allow you to set and solve interesting movement tasks of varying complexity, strengthen the achieved healing effect, gain new emotions and increase their emotions. These games create an additional learning environment and help the child master the types of movements that are difficult to master.

Games that promote children's health help to develop the willpower help children to express their feelings, resolve internal conflicts and increase their self-esteem. Playing a role in wellness and developmental games allows children to feel physically responsible, to experiment with different behaviors, and to respond in a socially acceptable way to see the consequences. Recreation and educational games help children to have fun, enlighten their imagination, master cultural values and develop certain skills. For preschoolers, play is a leading activity. The pleasure of playing games has a positive effect on the psyche of children.

As they grow older, the range of activities that children face expands, and on this basis, games become wider and more diverse, and their content changes.

While the main content of games for preschoolers in MTT is to get acquainted with adult objects with the help of objects, it means that for middle school preschoolers it is the restoration of

interpersonal relationships, and for older preschoolers, it is to obey the rules associated with the role adopted in the game.

Among the various forms and methods used in the pedagogical process for the health of children, the formation of social behavior and culture of preschool children, it is important to use play, play activities, taking into account their age characteristics.

New forms of children's play activities are implemented in preschool educational institutions, taking into account the age characteristics of children, health-improving and developing games, first of all, as the most interesting and understandable activities. This leads to an increase in the number of participants, complicating the real relationship between them. "When playing together, children learn the language of communication, mutual understanding and mutual assistance, learn to coordinate their actions with the actions of others" The game has a great impact on the mental and physical development of preschool children. The state of the game and the actions in it help to develop voluntary attention and voluntary memory, mental activity and imagination, empathy and mutual submission.

The development of health-improving games as part of pedagogical activity is selected primarily based on the optimal physical and psychological development of the child, taking into account his individual characteristics, level of health and socialization requirements.

To this end, the formation and solution of all tasks is provided as follows:

ensuring the health of the child by developing the respiratory, cardiovascular and nervous systems and stimulating metabolic processes in the body development of basic movement skills based on the formation of optimal movement coordination of statics and dynamics of the main forms of movement (walking, running, jumping, crawling and climbing, etc.); to help develop basic physical qualities (strength, agility, speed, flexibility, endurance, precision, coordination). Each of them is a complex process. For example, coordination is the result of the interaction of the central nervous system and muscles in order to achieve the final result of the movement.

To develop the quality of good coordination, it is necessary to have the ability to control the body, to accept and process meaningful movements: the ability to direct (the ability to perform voluntary and involuntary movements in the right direction); ability to react (ability to react quickly); ability to maintain balance (the ability to keep the body in balance or restore its balance); rhythm ability (ability to perform movement in an appropriate rhythm); ability to differentiate (ability to perform safe, precise, economical action, as well as in the presence of power quality, regulation plays an important role). Therefore, the formation of each physical (moving) quality implies the solution of a number of more specific problems; strengthening the muscular corset and pelvic floor muscles, the formation of the correct posture, correcting deficiencies in the physical development of the child; shaping body balance and voluntarily regulating movements. This task includes a set of specific tasks: the formation of the ability of the body to target in static and dynamic movements; the formation of muscle control of body parts; development of sensorimotor coordination, balance and vestibular stability; development of figurative movements; development of muscle flexibility, etc.; development of speech skills: the ability to breathe correctly, the development of voice and pitch coordination, the formation of attention focused on their senses in the pronunciation of sounds, the formation of the ability to change the pitch, tempo and rhythm of speech, etc. formation of graphic movement skills based on the development of kinesthetic bases of motion.

With this in mind, it is possible to draw conclusions about the relevance of the development of play technologies for physical education to prevent disorders in the development of the musculoskeletal system of preschool children, as well as the chosen topic shows the importance of improving the system of raising children in educational institutions.

In conclusion, the child's psyche is created from childhood in such a way that it is almost impossible to force children to perform any, even the most useful exercises purposefully. The child should be interested he does something not because it is "necessary" and "useful" but

because he likes it. With this in mind, it is advisable to use modified and adapted games to improve children's health and prevent disease.

This creates not only satisfaction from the right actions, but also joy and emotional uplift, which meets the needs of the growing organism. As a result of the use of games in accordance with the exercises of the WTO, we not only treat children, but also contribute to their comprehensive physical and mental development, the formation of the necessary skills, coordination of movements, improving agility and accuracy.

During children's play activities there are often unexpected and interesting situations. This encourages children and parents to laugh sincerely. A fun and cheerful environment allows her to focus more and enhances communication with children in an environment of love, care and joy. It is a powerful healing primary tool.

The use of special game-training complexes developed in physical education classes at MTT contributes to the effective mastering of the curriculum by children and the formation of the right techniques for performing the main types of movements;

REFERENCE

1. SH.M. Mirziyoyev «Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz» 2018 T:
2. O`zbekiston Respublikasining «Jismoniy tarbiya va sport to`g`risidagi qonun»gi. , - T.:O`zbekiston. 2015 4-sentyabr
3. SH.M. Mirziyoyev O`zbekiston Respublikasida jismoniy tarbiya va ommaviy sportni yanada rivojlantirish chora tadbirlari to`g`risidagi 2017-yil 3-iyundagi PQ–3031-son qarori
4. Jismoniy tarbiya va ommaviy sportni rivojlantirish to`g`risidagi Konsepsiya 2019 13-fevral.
5. Normurodov A.N. Jismoniy tarbiya. Darslik. T.: 2011.
6. Usmonxo`jayev T.S. va boshq. 500 xil harakatli o`yinlar. Darslik. T.: O`qituvchi. 2005.
7. K.M.Mahkamjonov, M.Sh.Rasuleva va bosh. «Maktabgacha yoshdagi bolalarning umumiy va kengaytirilgan jismoniy tarbiyasi». Tuzuvchi-mualliflar: T.: «Ilm Ziy» nash. 2006.
8. Лях В.И. Мой друг — физкультура. М., 2002.
9. Махансва М.Д. Здоровый ребенок. М., 2004.
10. Моргунова О.Н. Профилактика плоскостопия и нарушений осанки в ДОУ. Воронеж, 2005.
11. Пензулаева Л.И. Оздоровительная гимнастика для детей дошкольного возраста (3—7 лет). М., 2001.